

# Wells Primary School

## SEND LOCAL OFFER



### An overview of the school

Wells Primary school is a school of 350 pupils aged 3-11. We pride ourselves on setting high expectations for all, in everything we do. We strive for excellence, aiming only for the best in terms of conduct and academic achievement. At the same time, we are truly inclusive and have an excellent track record in ensuring high quality provision for pupils who are vulnerable or who have additional needs. Pastoral care is strong and lies at the heart of our ethos.

### Identifying children's additional needs

#### **How will the school know if my child needs additional help and how will the school share information with me?**

Through continuous and rigorous observations, monitoring and training, class teachers are adept at recognising the difference between children who are under-achieving and those who have a special educational need. Pupils who are not making expected progress are targeted with interventions or individualised programmes and, where necessary, the parents/carers are kept informed (extra work is often given for homework).

When a child is recognised to have a Special Educational Need a meeting between the class teacher, the SENCo and the parents/carers is arranged to discuss the concerns. From the meetings, actions are agreed and an IEP is written with SMART targets. Each term a progress meeting is arranged to monitor a child's progress and address the targets from the IEP.

When a child is not making adequate progress or presents with a behavioural, emotional or social disability or a medical need, a referral, with parental consent, is made to Outreach services. Likewise, when a parent/carer has a concern, an appointment is made to address any issues. Parents/carers are provided with the minutes from meetings, IEPs and any report provided from an outreach specialist.

### Dedicated contacts at the school

#### **Who should I contact if I have any questions or concerns about my child's SEND?**

Initially when parents/carers have a concern, they contact the class teacher or phase leader. All concerns are passed directly onto the SENCo who will address the concern and contact the parent/carer to promote a 'team around the child' approach. Phone calls to the SENCo are returned as soon as possible, often within period of the day. The SENCo communicates with parents and carers predominantly via phone or email.

## Involving pupils and parents/carers in planning support

### How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

- Planning and review meetings
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home/ school book, email or text
- Individual pupil/ teacher conversations
- Mentor, e.g. adult or peer mentoring
- Timetables and reward charts given to parents and carers.
- Meetings arranged with Outreach
- Relevant courses/ Parenting groups are offered where necessary
- Workshops and coffee afternoons
- Extra resources provided to support the learning at home

Common Assessments Frameworks (CAFs) are implemented to support families through different circumstances; these have improved attendance, performance, behaviour and have enabled families to have support from the Early Intervention Team.

## Range of support available to my child

### What different kinds of support are available to children with SEND?

- Curriculum adaptations/differentiation
- Specific teaching interventions
- Support for behaviour
- Specified individual support
- Support for health needs
- Grouping of pupils
- Specific individual support
- Specialist teaching groups
- Support for communication needs/assertive technologies
- Rainbows Pastoral care for pupils who have suffered a significant loss
- Makaton training for pupils with speech, language and communication needs.
- Visual timetables to assist independent learning.

## Measuring children's progress

### How will the school know how well my child is doing and how will they inform me about this?

Formative marking and continuous assessment within lessons informs the daily planning for pupils with SEND. Data from assessments are tracked and interventions/extra support is put into place to support individuals. Reports from outreach specialists are integrated into the daily planning and form part of a child's Individual Education Plan. Rigorous monitoring through book scrutinies, planning and lesson observations as well as pupil questionnaires and pupil interviews constantly track the pupil's progress throughout the year. Regular progress reviews

as well as the Parent/Carer Consultation days provides an opportunity to discuss a child's progress. Creating a team around the child approach is paramount when working with a child with a special educational need and therefore increased opportunities to meet have been arranged (weekly, fortnightly) to address issues concerning the child.

## Support and training for school staff

### Have any staff received specialist training in SEND?

Members of staff are trained according to the needs of the children they are working with. The following courses have been attended by both teaching and support staff:

- Makaton training by Hatton Outreach
- Changing a hearing aid by Roding Outreach
- Numicon training by Hatton Outreach
- Positive Handling by Team Teach
- Lego Therapy
- Phonics Training
- Reading Training
- Colourful Semantics Training by the Speech and Language Therapist
- Behaviour management
- Rainbows – for coping with a significant loss
- 5 point scale and circle of friends by Hatton Outreach

We also provide the opportunity for members of staff to observe their peers and class teachers who have been trained in using resources such as Colourful Semantics and Numicon.

## Accessibility of the school

### How is the school accessible to children with SEND?

The layout of areas such as classrooms, hall, library dining hall, reception and playground allows access for all pupils. Pupils who use wheelchairs can access two KS1 classes and most KS2 classes are on one level. The hall, canteen and Nursery, and classes R1, R2, C1 and C2 can be accessed by using the ramps. There is a toilet for pupils who are disabled which also has shower facilities and sufficient room to accommodate a changing bed and toileting chair. Pathways around the school are safe and well signed. There are arrangements made for parent/carers with disabilities to assist with collection/drop off. Steps are taken to reduce background noise for hearing-impaired pupils by considering a room's acoustics, noisy equipment etc. Staff are familiar with technology and practices to assist pupils, parents/carers with disabilities. The school ensures that in lessons and parents/carers' meetings, information is presented in a user-friendly way. Arrangements are made prior to parent/carer meeting to assist parents/carers with disabilities.

## Inclusion

### How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

All pupils with SEND are encouraged to participate in extra-curricular activities. All trips are risked assessed and extra support is provided to ensure that SEND children, where possible, have the opportunity to attend all visits, including residential trips.

## Starting or changing schools (Transitions)

### How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

For pupils with statements, the transition process begins in Year 5, where the SENCo together with the parents/carers visit prospective schools and arrange meetings with the SENCo. When a school has been selected, a timetable is put into place to ensure that the pupil has extra opportunities to visit and spend time in the new setting. Key workers are invited to visit the pupil in the current setting and meetings are set up as early as January to ensure that the needs of the pupil are met in their next school. Where necessary a visual booklet is made that contains photos of key workers/teachers and classrooms. During the summer term the pupil will have the opportunity to spend time with their key worker and in school experiencing a lunch-time, several lessons etc.

Any key worker and SENCo are always invited to a transitional review. For all SEND children, the 'Moving On and Moving Up' form is completed and the SENCo meets with the SENCo from the Secondary school to discuss transition.

## Support and training for parents/carers

### What support and training within the school is available to parents and carers?

- Parent/ learning support groups
- Coffee mornings with parents

We provide workshops for parents/carers in acquiring skills in maths and English to support the teaching and learning

## Further information for families and practitioners

Appointments can be made to visit the school.

### Who to contact:

Telephone: 020 8708 0500

Website: <http://www.wellsprimary.co.uk/> Wells Primary School (on Redbridge i)

### Where to go:

Address: Wells Primary School  
Barclay Oval  
Woodford Green  
IG8 0PP